



COMMUNICATION IN COACH – ATHLETE PARTNERSHIP

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Abstract

Communication is the key feature and revealing the human being, it is the only and simply her way of being, by which constantly exceeds its own limits.

Human communication is a complex and multiple process and takes place on several levels in space and time, contributing to the development, education and formation of human personality. Through communication people meets a series of individual and social needs. Coaches communicate constantly with the athletes, giving them explanations, information in order to correct mistakes, to encourage, to obtain feed-back. The quality and effectiveness of communication helps them to build trust and mutual respect. Relationship between coach and team relays on verbal and non-verbal communication, completed by empathy. Trainers are the ones who can shape group communication process so as to ensure effectiveness, providing positive feedback during training, which could be an important source of motivation.

Keywords: *communication, coach, athlete*

JEL classification: I10, I19, M10

1. Introduction

Psychosocial man is endowed with an element that stands out from the rest of beings, namely reason. Human reason perceives and understands itself as communicative action as "pooling" of meaning and reference.

Communication is the key feature and revealing the human being is the only and simply her way of being, by which he constantly exceeds its own limits. Human communication is complex, multiple and takes place on several levels in space and time, contributing to the formation, development or human destruction.

Through communication it meets a series of individual or social needs, as otherwise it may harm the moral, material, etc. Communication is a fundamental characteristic of existence.

"Communication is social interaction through symbols and message system"
(George Gerbner cited Negulescu, I., 2007).

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“Communication focuses its interest on those situations behavioral central source that transmits a message to a receiver, with the manifest intention to influence subsequent behavior” (Gerald R. Miller cited Oprișan, V., 2001).

Generally speaking through communication means the process by which a system (source) influences other system (receiver) by means of signals that can be transmitted through the channel that connects them. But this is a pretty abstract definition which does not refer specifically to interpersonal communication. Not only human beings but also communicate with each other creatures, all form a relationship type message transmitter-receiver.

Human communication is a significant relationship, the point of departure may be considered to be thinking that the man jumps from the logical sense, concepts and abstractions.

Human communication is not just what we think in the first instance, namely language (written or spoken) means including music, dance, theater, visual arts which are all forms of expression of the human, spiritual communication. It seems that fewer understand this, which means can the existence of communication barriers. Communication barriers can be found in every communication component as well as in the process itself. Torrington and Hall (1991) quoted by Pânișoară identify five types of barriers: in delivering the message, in its understanding, in its receiving, in its acceptance and action barriers.

Through communication, influence and are influenced by others permanent. React to others' messages and produce, in turn, side by side messages they convey.

2. Communication specificity in coach – athlete partnership

As coaches, we communicate constantly with the athletes, giving them explanations, information in order to correct mistakes, to encourage, to obtain feedback. The quality and effectiveness of communication helps to build trust and mutual respect with the athletes.

Communication process involves several components: sender, message, channel communication receiver. The transmitter encodes the message, forwards it to the receiver through a channel of communication, the receiver decodes the message and responds accordingly. In this process, various sources of interference can occur that make the original message to be damaged.

To forestall such interference and to communicate effectively required the following steps in the development process of communication:

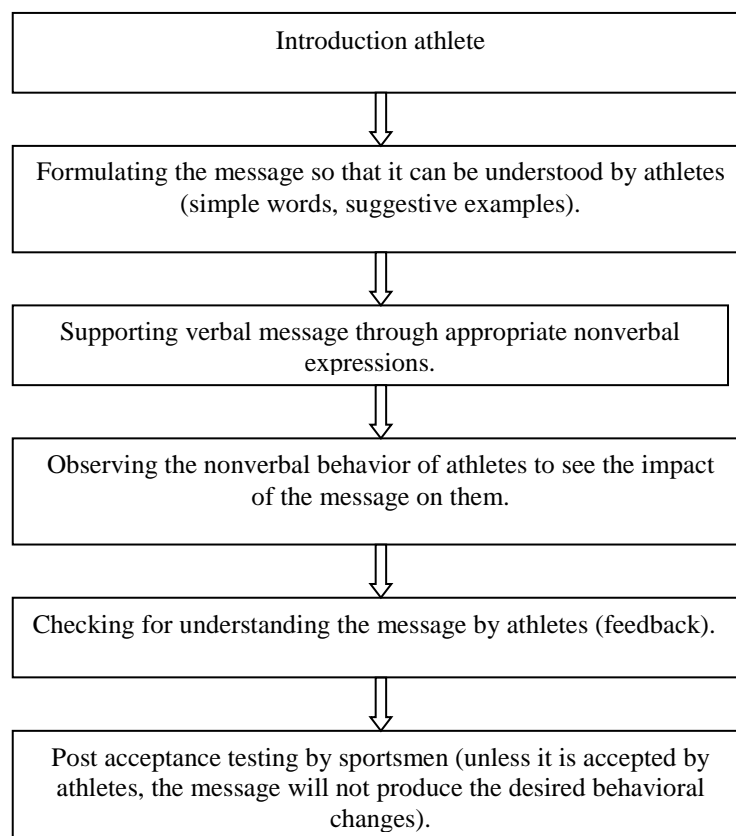


Figure 1 Stages of effective communication

Regarding formulating the message, it is useful to consider the 6C that define effective communication. Thus an effective communication might be:

Clear – requires clear presentation of information;

Concise – to the point, without unnecessary detail;

Correct – requires providing accurate, not misleading;

Complete – providing all necessary information, not some distorted information;

Constructive – positive, avoiding unconstructive criticism and negativity;

Courteous – polite, non-threatening, avoiding conflict.

To communicate effectively, we must bear in mind that each person has his own baggage of experience that is different from the others. To make us understand another person and so you can understand, we must know its reference framework. Therefore empathy (intuition of reality is shaped by emotional identification, understanding the situation, feelings and motives of others through identification with them) is so important.



An aspect worth taking into consideration when we want to effectively communicate is nonverbal communication.

Table 1 Elements of nonverbal communication - Negulescu (2007)

ELEMENTS	CONCRETIZATION
Body language	Facial expression, gestures, posture
Language space	Our use of personal space, social, intimate, public
Language time	Come on time or late for a meeting to elect or not spend your time with someone
Personal presence	Communicate through clothing, personal hygiene accessories clothing
The language of silence	Communicates approval, disapproval, keeping a mystery, admiration, etc.
The language of things	Collections, household items (house, car, library, etc.)
The language of color	Warm colors stimulate communication, the cold one inhibit
Language paraverbal	Voice qualities (rhythm, resonance, speed of speech). Voice features (laughing, crying, whispering, sigh). Vocal parameters (intensity, height).

Nonverbal communication complement, support, emphasize, contradict or replace the message conveyed through words. For example, transmit smile friendship, closeness and confidence.

Athletes attitude can be "read" in postures, gestures and their facial expressions. (Ex. gaze the goal / down or fidgetiness shows disinterest or boredom, raised eyebrows indicate mistrust; a brisk walk with the head up indicates confidence, sitting with legs spread indicates expansion, relaxation, openness, head leaning when we listen shows interest, an explanation palms indicate sincerity, etc.) These gestures should not be interpreted separately from other gestures or circumstances, but taken together and correlated with the situation as a whole (Pease, A., 1993).

Effective communication involves verbal correlate with nonverbal messages. Verbal incongruity with the nonverbal messages causes confusion, uncertainty. Athletes react, in particular to non-verbal messages. Meaning is given mostly by the tone of voice and body language than just words. These non-verbal aspects are processed four times faster by comparison to the verbal methods- therefore; non-verbal message is the right way to give useful information under the pressure of time (Pop, 2014).

Relationship between coach and athletes team include on both verbal and non-verbal communication. In developing an effective relationship coach - athlete the message must be sent by coach to sportsman as clear, concise, constructive, related



to performance and training goals, as opportune is possible. For the training to be effective coach must know the ways in which the athlete can cause to communicate, and thus the communication process take the form desired of bilateral communication.

Transmission channel of the message is very important in communication between coach and athlete, both during sports training and during competition originate encoded message transmitted simultaneously visual and auditory verbal, which adds a note of efficiency. If during the training bilateral communication is common, in competition decoding and interpretation of the message at the right time should be correct and thus guarantee the feed-back necessary in communication process and at the same time achieving performance.

During transmitting the message from coach to athlete can create some bottlenecks or jitter due to physiological limits if it is during a workout, or due to psychological limits in case of a hostile public competitions.

Not infrequently coaches have stated that small details yielded great results. Viewed from this perspective, color language has an important significance in the communication process. Coach can receive messages from the sportsman through the workout equipment and distinct clothing. Beside the colors, the lines, the referees signals, the athlete's attitude and the sporting gesture expressivity are bearing messages for coaches and for public as well (Pop, Zamfir, 2015).

A message sent through a piece of music can be to sportman a means of mobilization, preparation for competition or relaxation.

Conclusions

When will address interdisciplinary communication will achieve satisfactory results. Coaches are role models for athletes that trains them. Therefore, they are the ones who can shape group communication process so as to ensure effective communication, providing positive feedback during training - an important source of motivation. This is extremely important, especially before competitions. During this period, it is recommended to change the orientation of the athlete for his achievements. This does not mean we have excluded the negative feedback (on what the athlete does not do well), but it is good to follow as in the pre-competitive prevail positive messages.

Coach should take account of visual communication, so as to give equal attention to all athletes on the team when wants to see if they accomplished feed-back, if they want to enable athletes to express their opinion. Athletes whom appreciates tend to work harder to become better, to self-improvement, because it keeps an accurate assessment of themselves, come to believe that they are appreciate by coach



and behave accordingly, while those appreciated negatively tend to weaken motivation to abandon the sport, because all tend to avoid negative situations.

For effective communication, the coach must ensure that athletes not only transmit messages, but they listen to their opinions.

Coach should express empathy to be able to decode messages transmitted by sportmen and also to improve nonverbal communication skills.

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